



2009 Planning and Reporting Goals and Targets arising from the BMC Strategic Plan – Analysis of Variance and Comment

Our strategic goals reflect the national education goals and the local goals. They are also informed by the analysis of the 2008 goals.

Overall focus: Improving student achievement

Goal 1:	Raise achievement of Year 12 and 13 students through the development and use of personalised learning plans
Goal 2:	Improve literacy
Goal 2a:	Incorporate a range of literacy strategies in the planning and delivery of teaching and learning programmes
Goal 2b:	Improve basic literacy skills in Years 7 – 10 with an emphasis on writing
Goal 3:	Develop a positive learning environment which values achievement and effort
PD Goal	To develop a common understanding of the revised curriculum to facilitate its implementation across the school.

Goal 1: Raise achievement of Year 12 and 13 students through the development and use of personalised learning plans

Target	Historical Position*	Analysis and comment
<p>To produce personalised learning plans for all Year 12 and 13 students and to report success based on this data</p>	<p>Traditionally we have been focused on achievement in the senior school in terms of NCEA (and in terms of University Entrance as the only measure of success for Year 13 students). However we have identified that for many of our students this is not true as they have other goals and aims often based around wider NQF qualifications. In 2008 we trialled using personalised learning plans when working with Year 13 students and found that this allowed us to focus on what achievement was for them on an individual basis and, through this, to support them better for success. The aim for 2009 is to extend this to Year 12 and also to use the student's individual goals as one basis to report achievement.</p> <p>In 2008 53% of Year 13 students gained their Level 3 certificates and qualified for entry (most of the rest had different goals)</p>	<p>Various formats were tried to use as the basis of a personalised plan but at the end of the day the Deans found the best approach was simply to interview the students and summarise the interview and record the goals and plans each student had. This was possible because we are a very small school with no more than 30 students in each year level. Had there been many more this method would not be practicable with the time available.</p> <p>Individual students set goals that were monitored at 3 points during the year for Year 13 and once for Year 12 (those identified as "at risk" had additional interventions". At the end of the year all Year 13 had met, or exceeded their stated goals and the feedback was positive (although it was demanding on dean's time). Year 12 is tricky to analyse as most of their goals were at least 2 years away.</p> <p>One of the measures we used was student achievement in NCEA. At year 12 there was a small, but probably not significant, improvement. At Year 13 86% gained Level 3 and 68% gained entry – very significant improvements (but small numbers mean we cannot really attribute it only to this intervention).</p> <p>What was noticeable however, was the relatively low number of endorsed certificates. While the personalised learning has led to a greater use of NQF Unit Standards this is not a sufficient explanation and an improvement in these will be a 2010 goal</p>

* Historical data is from in house analysis as the NQF School profile was not yet available when the analysis was completed.

Goal 2: Improve literacy**Goal 2a: Incorporate a range of literacy strategies in the planning and delivery of teaching and learning programmes****Goal 2b: Improve basic literacy skills in Years 7 – 10 with an emphasis on writing**

Target	Historical Position	Analysis and comment
<p>2a. All teachers plan for and use a range of literacy strategies in their teaching and learning programmes (this target remains unchanged from 2008)</p>	<p>We have identified weaknesses in literacy as a barrier to the achievement potential of students. In order for students to achieve at the merit and excellence level of NCEA high levels of literacy strategies and skills are required. By providing students with a range of literacy strategies throughout the school and across the curriculum student achievement will rise. This will be monitored by sharing experiences in PD sessions, self reflection, through planning and appraisal observations.</p>	<p>In 2008 we finished a DCE literacy contract where we worked with an external facilitator during the year. In 2009 we continued with this in the majority of our in-house PD sessions during the year with staff from every department contributing, Appraisal observations indicated that the majority of teachers were explicitly incorporating literacy components into their programmes. Literacy will continue to be a PD and developmental focus for 2010 even though it will no longer be an Planning and reporting Goal.</p>
<p>Goal 2b: Students in Years 7 – 10 improve their literacy skills in writing</p>	<p>Since 2006 we have had a range of literacy related Goals addressing areas including reading, presenting and research. However we have identified writing as the most significant area needing improvement across the board. English teachers have used AssTLe as a measure of writing and found that our students are quite variable. However we are unconvinced that AssTLe is the appropriate tool to monitor writing across the subjects and our goal for 2009 is to investigate and, if feasible trial, ways of measuring writing (or components of writing) that will allow us to monitor and report on progress). Writing will be the focus of our in-house literacy PD during 2009 as even if we rely on “gut feeling as a method of measuring progress” we must address this area.</p>	<p>This goal was set at the end of 2008. Early in 2009 the new Government announced their plans regarding National Standards and it appeared that this policy would have far reaching implication for how we measure and report progress in the literacy area including writing. We discussed this and decided that it made little sense to put a significant effort into this area if we were going to have to change it the following year in the light of National Standards.</p> <p>We decided therefore to use AssTLe to assess writing in a way that might allow use to track progress across the year with our Year 7 and 8 students. This proved generally successful but raised a significant issue for us. At that level we introduce and focus upon transactional writing and therefore that is what is measured. Prior to Year 7 the focus tends to be on narrative writing which is different. The AssTLe parameters therefore were set for the skills needed for persuasive writing which gave a low baseline (as this was a new skill for most students prior to Year 7) but apparently high progress as it measured the progress during the year.</p> <p>I have attached a summary of the results for our Year 7 cohort (the only level we have two data sets for).</p>

Note: Goal 3 is not amenable for reporting using this format but has been included as it is essentially the overarching goal that forms the foundation of the others.

PD Goal: To develop shared practice in relation to research.

Target	Historical Position	Analysis and Comment
<p>Through a structured PD programme all teachers will reach a common understanding of the “front section of the revised curriculum” (vision, principles, values and key competencies) and have agreed to, and are preparing to implement, a commonly understood and applied approach to the document in a way that is appropriate for their particular curriculum area and the needs of the students in their particular classes.</p>	<p>For the past few years we have organised our whole staff PD programme in terms of literacy development while other areas have continued alongside this. During 2008 we also did a lot of work on the vision, principles and values components of the revised curriculum (mostly with staff but also to a decreasing extent with students and BOT and wider community). An ERO review late in 2008 identified us as being on the way towards readiness. For 2009 we have identified the revised curriculum as our key PD goal. We have developed a plan and a timeline and are working towards the goal or readiness for the start of 2010.</p>	<p>This was carried out and a model developed and agreed. It has been an ongoing focus of our in house PD and we have more or less finalised agreed statements for each of the areas (these are always open to review however).</p> <p>We have developed a thematic approach to the curriculum starting with belonging as the Term 1 theme.</p>

Table 1: Year 7 asTTLe WRITING RESULTS for the 2009 year

Year 7 asTTLe Levels	%	Total Students	Male	Female	Maori
Level 5	3%	1	1		
Level 4	39%	12	8	4	Maori student absent for final assessment
Level 3	48%	15	9	6	
Level 2	10%	3	2	1	
		31	21		

Table 1 b: Writing results by gender showing progress during year

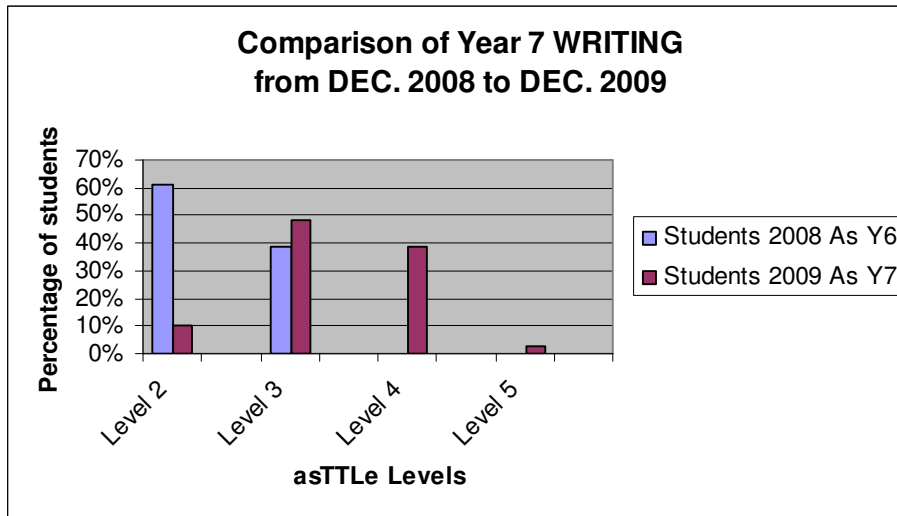
asTTLe level	As Year 6's End of 2008				As Year 7 End of 2009			
	Total	Male	Female	Maori	Total	Male	Female	Maori
5P								
5B					1	1	0	
4A								
4P					5	3	2	
4B					7	5	2	Maori student absent for final assessment
3A	4	2	2		8	5	3	
3P	3	2	1		4	1	3	
3B	5	3	2		3	3	0	
2A	9	5	4	1B	2	1	1	
2P	9	8	1		1	1	0	
2B	2	1	1					
Total Students	32	20	11		31	20	11	

Table 2 One Year Comparison of Year 7 AsTTLe WRITING results of students who were tested at end of Year 6 on Orientation Day 2008 (I

Reading Levels	Students 2008 As Y6	Students 2009 As Y7	Male 2008	Male 2009	Female 2008	Female 2009	Maori 2008	Maori 2009
Level 5		1 3%		1 5%		0		
Level 4	0 0%	12 39%	0 %	8 40%	0	4 36%		
Level 3	12 39%	15 48%	7 35%	5 45%	5 45%	6 55%		
Level 2	19 61%	3 10%	13 65%	2 10%	6 55%	1 9%		
Totals	31	31	20	20	11	11		

have not included new arrivals into Year 7 or students who have left during the year, or the only Maori student who missed the 2009 assessment)

Graph 1: Overall progress in writing for the 2009 Year 7 Cohort



Console Report for Test: 2009 Year 7 Persuasive writing
 Group: All Test Candidates

Date Tested: 15 November 2009

Interaction Effects
 - Ethnicity: All
 Year: 7
 Gender: All

Language: All
Cluster: All Clusters
NZ Performance:

Location: All NZ Schools
Your Group Performance:

No. of Students: 32
No. of Results: [n]

